

man made in the image of God. 11/22/1902

The children breaking forth from school
are delighted in the first place, but if
we look closer we observe that many of the
young folks are stolid. Some veins, some faint
some nervous, ^{some common} some feeble. Still very few
have the moderate open regard of the child.
This is accustomed to think of great things.

This is what we propose to ourselves
to give the children of working people real
things to think about, we are encouraged
by the fact that they take to the great things
of literature, poetry, history, art with
a travelling freedom. Nothing comes
anxious to them; they feel to think with
a readiness which is almost unconscious & is
able to tell or write what they know in good informal
English. (Mr. ^{Dr. H. C. H.} ~~Dr. H. C. H.~~ ^{Dr. H. C. H.} ~~Dr. H. C. H.~~)
What sort of things do we teach them? Again
Dr. H. C. H. shall tell us.

But, it will be said, have not such things as have
been taught before & amongst the processes of
learning & learning been rather dull & tedious?
If this is the case we need not be dismayed,
because certain ways of the mind have

discovered themselves quite much it possible for
 children to learn a great deal more than before &
 to learn with ~~more~~ ^{of} delightful eagerness & interest.
 This is what we found today: the children of even
 the lowest classes are able to learn 'great things'
 as readily as the best of any other class: they seem
 to acquire the vocabulary of a stiff book at a
 single reading, without explanations; they read
 a great deal, always good books, & are able
 to tell what they have read over with extraordinary
 accuracy & spirit; they remember what
 they have read for months, perhaps years.
 They know what they know (Mr. Cuffins)
 The children become obedient, well-mannered
 gentle in voice & speech; quick to take
 care not to gild in instructions, diligent &
 intelligent. They are not in the least
 conceited because all their schoolfellows &
 that they do ^{with} no one is conceited about
 advantages share ^{with} ~~by~~ ^{the} ~~most~~ other people.

We find too that a natural simple piety develops
 among them, because they find the Bible a
 delightful book many passages of which they
 are able to memorize. It is the habit of our minds
 to provide us that which we tell in ~~extensive~~
 terms upon that which we ^{at long length} merely tell,

If we are inclined to ask, 'Cui bono?' to no. the
 useful education children get in school
 quite the best for them? ^{but surely,} much good work is
 done in the schools, certainly, but the teachers are
 not satisfied (little) ^{neither is the country}
 satisfied; it is not only that juvenile crime
 is increasing deplorably, but that our
 educated citizens seem incapable of forming
 the right judgment in all things which
 should be the result of education, & especially
 of religious education. Like that selfishness
 of the medieval Church, we hold that all time
 education is religious, whereas that
~~prominent~~ ^{prominent} ~~forming~~ ^{forming} ~~in the result~~
 are exactly ~~more~~ ^{not} ~~less~~ ^{more} ~~in~~ ⁱⁿ ~~all~~ ^{all} ~~the~~ ^{the}
 pleading power of the spirit of God. Finding
 that all children, whatever their disadvantages,
 are capable of receiving such an education
 as should make them intelligent loyal
 dutiful citizens with many resources
 for the pleasantness of ^{themselves} & their
 lives, we feel that it is a public duty to
 this sort of education, which should be as free

as art, as religion - for education is a
 part of religion. Now a critic of this book - ^{which}
 as Milton describes (is not) made by exordium.
^(which none of us doubt)
~~which is all that comes out of it.~~ Then seems
^{of Framingham, Mass. is by} the only one way, constant - ^{direct} -
 move between the child's mind & a considerable
 number of great minds, whether of the past -
 the present - we all get - this sort of commerce
 through the books that we read, & perhaps, the
 discovering that children take to the heart in history
 literature, art; or that explanation - this education
 affords us the greatest promise that it would
 have engaged since the Christian era dawned.

One of Mr. Jackson's elegant sayings is "Education
 does not - cause discontent, but leads it -"
 & we may live to see the removal of that
 chronic evil which is eating labour unrest;
^{such as}
 One hope is reasonable well-founded because
 "there is no ill but thinking makes it so"
 & now think & think again on feeling
^{cheaply} prices because they have nothing else
to think of. And give them the panorama
 of history, the pageantry of literature & they
 will think of the malcontents of Jaques! The Shining

of Chatterboxes this River of Wholesome ^{they} ^{fact} ^{letter}
^{they} ^{fact} ^{letter} ^{they} ^{fact} ^{letter} ^{they} ^{fact} ^{letter}
 they many chance to a reading ^{they} ^{fact} ^{letter}
 will return to the point in discussion ^{they} ^{fact} ^{letter}
 I am + gentle minds. I think. but of the
 simple good fellowship, in being of the
 mind between class + class, of the
 comparing of notes about the arrival of the water
 about a certain set of my myrtle, about
 the myrtle + wings of the myrtle. Now we
 felt a natural frame of common interest
 without the differentiation + uneasy efforts
 that follow attempts at social intercourse.
 (1892)

There, where a village state comes
 we feel that when every body is able to
 cooperate in promoting intellectual interests
 for the whole community - (this is really)
 The important thing to bear in mind is, that
 it is what we do ourselves that occupies
 the active spirit which engaged in appropriate
 our mind, in this way, ~~the~~
 to say, is a happy entertainment, and
 as something more than passing, without
 money or without price. ~~the~~ ^{needed} ^{care}
 nothing of the obvious advantages of having
 with people + domestic servants of lower
 intelligence + quick + apprehension + follow ^{money}
 + conscientious in their work.
 A scheme of education this gives so much

& whose largest promises are justified by
 thousands of them. Let children come
 on sympathy study, & as a Churchwoman
 I long for it more for the means of
 restoring the Church to some of its old
 prestige in educational ^{work.} ~~work.~~ ^{This Lib. is 93 cent.}
~~education~~ & with which cultivated persons
 are necessarily sympathetic. Unless
 any one can help in some school if only
 by putting their matter before the teachers.
 & again, by interesting the Clergy & the Managers
 Some of our best schools are Ch. Schools, -
 Miss Partridge & I had a very lady who
 is interested in communication with
 some school as near at hand as possible
 where this work is being carried on

The ~~school~~ ^{Library} is attended by no expense beyond
 the necessary cost of books. The initial cost
 of ~~books~~ ^{materials} is ^{greater} than the usual allowance
 for the purpose, but after three years
 the cost should fall well within even
 a meagre allowance. \$20 covers the books
 for a school of 160 children, with some
 adaptation of the classes, & most of these
 books last for a number of years. I believe

[illegible]

improving the - Ed. Hankins with the present
writer has had the good fortune to awaken the
practical interest (and discussion?) of some
readers of "Mother's in Council". This is, really
too to proceed: or a \$94 all.

1. Write to Miss Parson's for 3 pamphlets & my hints about "Scouts" in the neighbourhood.
2. Study the pamphlets & to some extent cars. So as to be able to show that what is done in these "P.S." schools secures regular attendance, very great interest on the part of the children & their parents, discipline that "car of itself" & a very rapid advance in the children's studies.

Schools in her new neighborhood, which is
a most valued possession in a
family as her school is an ~~educational~~
educational centre in her neighborhood.

For this is social work of quite the first
importance; an ^{excellent} girl could not
have a better career than ^{to help} this way.

"Build Jerusalem"

In England's peerless pleasant land.
They is ask "Bishops in Council" to send
his son down there to be trained, whether for
two years as high valued (social. prof.) worker
in families or teachers in schools or for
one year in order to become an educational
representative ~~as to this movement there have~~

~~acted to describe~~ ^{last} in the neighborhood
of his own home. It is hardly possible to
conceive a better way of increasing the
general happiness well being & well doing through
to coming down by the establishment of such
centres of leading by the
home of education
in the

Charlotte M. Freeman

That girl should hold a certificate
 for success in work that is being
 taken up widely in Cont. & class. She as
 well as ^{the} schools & families in the
 has a valuable person in her grasp & should
 be being able to give direction & help.
 I should also give her an important employment.

disinterested heads of colleges, & those
particular interest in the programme
& answer questions of forms V & VI. &
city suggested that we could take responsibility
of "Latin Metamorphosis" in our stride,
this is what we propose to do.

In order that a girl may get the full advantage
of her course of reading in form VI. A girl should
do the work of that form until her seventeenth
birthday.

Then, still in connection with the R.L.S.
she should work for Metamorphosis during
her last year. (Seventeenth & eighteenth). The
examination might be taken at the time of
Examination. or at any convenient time.

The successful candidate will receive
a Post leaving certifi: in addition to the
credentials resulting from the exam.

1777 1778 1779

Thrupp
Garnet
Chapman